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ABSTRACT

This indicator of the month summarizes data from the National Center for Education Statistics School and Staffing Survey, 1993-94 (Teacher Questionnaire) regarding teacher participation in professional development (including seminars offered by schools or school districts and courses affiliated with institutions of higher education). Some findings are: (1) over 50 percent of public school teachers participated in professional development; (2) full-time public school teachers were more likely to participate in activities of all types of professional development topics than were full-time private school teachers, and elementary school teachers more than secondary teachers; (3) 48 percent of public school teachers received released time from teaching, and 41 percent received scheduled time for professional development; (4) public school teachers were more likely to receive professional growth credits and released or scheduled time from teaching than were their private school counterparts; however, private school teachers were more likely to receive tuition and/or fees; and (5) public elementary and secondary school teachers in their first three years of teaching were more likely to have participated in a formal teacher induction program than were teachers with four or more years of experience. A table and two figures are included. (ND)

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July 1997

Teachers' participation in professional development

Professional development for current teachers includes both seminars offered by schools or school districts and courses affiliated with institutions of higher education. The extent to which teachers pursue professional development while continuing to teach may indicate either the commitment of the teaching profession to improve teaching practice, or salary structures that reward participation in professional development.

- ◆ In school year 1993-94, 50 percent or more of full-time public school teachers participated in professional development on topics including uses of educational technology for instruction, methods of teaching in their subject field, student assessment, and cooperative learning in the classroom.
- ◆ Full-time public school teachers were more likely to participate in activities on all types of professional development topics than were full-time private school teachers. Full-time public elementary school teachers were more likely to participate in activities on four of the five types of professional development topics than were their secondary school counterparts.
- ◆ In school year 1993-94, 48 percent of full-time public school teachers received released time from teaching, and 41 percent received scheduled time for professional development. Twenty-two percent received none of the available types of support.
- ◆ Full-time public school teachers were more likely to receive professional growth credits and released and scheduled time from teaching than were their private school counterparts. However, private school teachers were more likely to receive tuition and/or fees than were public school teachers.
- ◆ Public elementary and secondary teachers in their first 3 years of teaching were more likely to have participated in a formal teacher induction program than were teachers with 4 or more years of experience.

Percentage of full-time teachers who participated in professional development during the 1993-94 school year, by topic, type of support they received, and control and level of school

Professional development topic and type of support received	Public			Private		
	Total	Elementary	Secondary	Total	Elementary	Secondary
In-service education or professional development topic						
Uses of educational technology for instruction	50.1	49.7	50.7	34.3	32.8	38.5
Methods of teaching in specific subject field	64.4	69.7	55.0	59.8	63.1	50.8
In-depth study in specific field	30.1	31.6	27.5	25.9	24.7	29.2
Student assessment	52.0	55.4	45.8	40.4	42.5	34.7
Cooperative learning in the classroom	51.5	52.7	49.2	43.6	45.5	38.5
Type of support received during the 1993-94 school year for in-service education or professional development						
Released time from teaching	48.1	50.7	43.5	41.7	42.6	39.2
Scheduled time	40.7	43.6	35.4	36.3	37.1	34.3
Travel and/or per diem expenses	23.3	21.2	26.9	21.1	19.8	24.6
Tuition and/or fees	23.0	24.3	20.7	35.3	36.0	33.3
Professional growth credits	32.7	34.8	28.9	26.0	27.7	21.3
None of the above	22.2	19.4	27.1	26.0	25.1	28.4

Table reads: In school year 1993-94, 50.1 percent of public school teachers and 34.3 percent of private school teachers participated in professional development activities on the topic "the use of educational technology for instruction."

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

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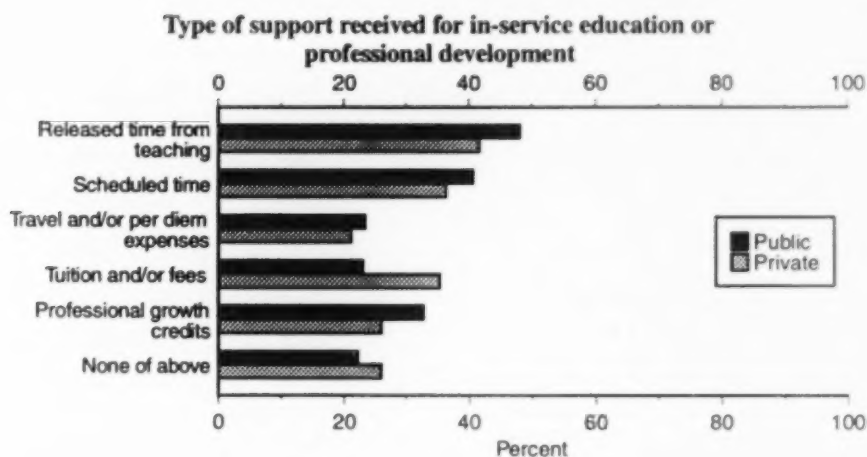
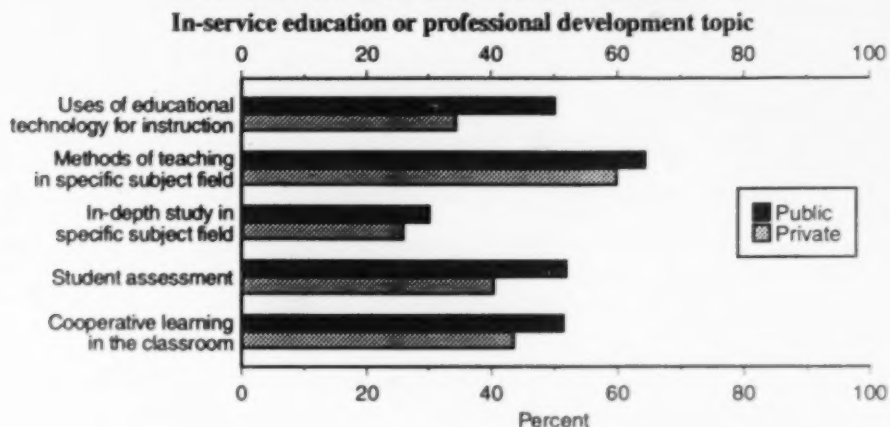
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Percentage of full-time teachers who participated in professional development during the 1993-94 school year, by control of school



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

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